Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Harlingen Consolidated Independent School District	746001053	407 N. 77 Sunshine Strip

Mailing address line 2	City	State	ZIP Code
	Harlingen	TX	78550

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
031-903	n/a	1	TX-015	069463784

Primary Contact

First name	M.I.	Last name	Title
Alicia		Noyola	Assistant Superintendent for C&I PreK-16
Telephone #	Email address		FAX #
(956) 430-9506	alicia.noyola@hcisd.org		(956) 430-9507

Secondary Contact

First name	M.I.	Last name	Title
Thelma		Reynolds	Director of Federal Programs
Telephone #	Email address		FAX #
(946) 427-3425	thelma.reynolds@hcisd.org		(956) 427-3573

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Arturo	J.	Cavazos	Superintendent
Telephone #	Email address		FAX #
(956) 430-9502	arturo.cavazos@hcisd.org		(956) 430-9514
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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2014-2016 Educator Excellence Innovation Program

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 031-903		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Harlingen CISD will deliver proven practices to all educators by aligning our proposed program to the Educator Excellence and Innovation Program goal and purpose of *improve educator effectiveness* by creating a holistic, aligned system of support for teachers. We will align our program design with four of the six buckets of practices for district's to focus on: 1) smart hiring practices and recruitment; 2) mentorship and induction; 3) evaluations and observations that allow for timely constructive feedback; and 4) contextual and targeted professional development aligned to observation and evaluation results.

Often times we take our first year teachers for granted and expect them to accomplish all the tasks that we expect our experienced teachers to accomplish. First-year teachers are expected, on the first day, to be effective instructional leaders in the classroom. Research cites a "double barrier to assistance"- novice teachers are reluctant to ask for help for fear of appearing incompetent, while experienced teachers are reluctant to offer help for fear of appearing to interfere. (Illinois Education Association, December 1998 issue, page 9) Our intent in our proposed program is to provide the needed support required for a successful first, second, third and fourth year of teaching. We will remove barriers that first year teachers are faced with and provide a comprehensive new teacher-mentoring program to help support our new and struggling teachers. The two overarching goals of our proposed program are; 1) to provide support and assistance to our district's first year teachers and those teachers struggling with student achievement; and 2) to retain teachers creating a seamless transition into what we hope will be a long and rewarding professional career.

Our program will be lead by our Director of Staff Development who will assist in setting the stage for a high quality *New Teacher Preparation Program*. In addition, working side-by-side with her will be our New Teacher Induction Program Coordinator who will ensure grant program and requirements are being accomplished and new teacher preparation program components are implemented with fidelity. Two new teacher instructional coaches will be brought on board to help model teaching for the reluctant and struggling teachers as they work alongside them over the course of a year.

Studies conducted on teacher effectiveness concluded that students with well-inducted "new" teachers make the same gains as students with 3rd and 4th year teachers. (Alliance for Excellent Education, 2005) Additionally, high rates of attrition negatively impact *both* teacher quality and student achievement.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our Comprehensive *New Teacher Preparation Program* will be designed with the following program components:

0. *Administrative Leadership*
- *Support* for the professional growth of new teachers shared by the school community.
- *Time* will be provided *for professional learning* and collaboration *between new teachers and mentors.*
- *Expectations* for program participants *are clearly articulated.*
- Sufficient resources support the induction activities and mentoring relationships.
- *Evaluation* processes will be in place *to assess effectiveness* of program structure, impact on new teacher development and student achievement.

1. *Professional Learning*
- *Orientation* process will introduce the new teacher to the district, school and teaching assignment.
- *Summer Seminars* and occasional weekend and after school training will focus on *professional growth* and will be differentiated based on teacher and student needs.
- A *Network of New Teachers* will draw teachers out of isolation to provide a *community of colleagues* for reflection, personal support, learning and collaboration.

2. *Mentoring*
- *Mentors* will meet a matrix or scaling system and will be trained in their *role* to improve the new teacher's practice.
- *Weekly new teacher meetings*, during 1st year of programming, will provide opportunities for coaching, collaboration and reflection on practice.
- *Professional Development Plans*, linked to teaching practices and student learning, focus the *new teacher's growth.*
- Ongoing *formative assessments* and *observations measure* new teachers' development and are used to improve their teaching.

Teacher attrition is a concern to our district when considering high rates of attrition negatively impact both teacher quality and student achievement. (Sander & Rivers, 1996; Dolton & Newsom, 2003) The chart below emphasizes the level of support our new teachers are lacking. It is up to us as veteran educators to provide support to our novice teachers to be able to deliver high quality training. The chart demonstrats the progression of beginning teacher attrition at the national level. This visual provides an example of the need to develop this model in our region.
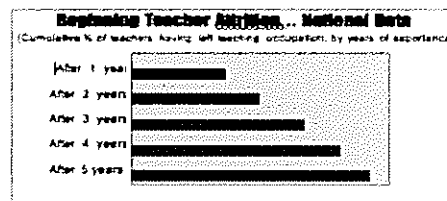
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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-903

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$226,272	$132,476	$358,748	$226,789	$136,450	$363,239
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$30,525	$0	$30,535	$27,975	$0	$27,975
Schedule #10	Other Operating Costs (6400)	6400	$4,716	$0	$4,716	$4,716	$0	$4,716
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$261,513	$132,476	$393,989	$259,480	$136,450	$395,930
	Percentage% indirect costs (see note):		N/A	$24,376	$24,376	N/A	$25,107	$25,107
	Grand total of budgeted costs (add all entries in each column):		$261,513	$156,852	$418,365	$259,480	$161,557	$421,037

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$411,625	$419,107
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$41,162.50	$41,910.70

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 031-903			Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator	2		$120,000	$120,000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk	1		$12,476	$12,850
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:			$	$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (75 Mentors x $100 daily x 9 months)		$67,500	$67,500
20	6119	Professional staff extra-duty pay		$	$
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$	$
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs Teacher Mentor Stipends (75 mentors x $1,500) Program Coordinator (1 x $5,000)		$112,500	$112,500
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$358,748	$363,239

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 031-903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000			
	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

Schedule #8—Professional and Contracted Services (6200) (cont.)		
County-District Number or Vendor ID: 031-903	Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
	(Sum of lines a, b, c, and d) Grand total		$0	$0

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 031-903				Amendment number (for amendments only):		
Expense Item Description						
	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Computer	Program Instructional Coach work space	2	1,500	$4,800	$0
	2	Smart Device	Program Instructional Coach work space	2	$900		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized (2 Instructional Coach software)					$0	$0
6399	Supplies and materials associated with advisory council or committee					$4,500	$4,500
	Subtotal supplies and materials requiring specific approval:					$4,800	$0
	Remaining 6300—Supplies and materials that do not require specific approval: (Supplies and materials) Book Study books and materials					$21,225	$20,925
	Grand total:					$30,535	$25,425

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 031-903		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$2,862	$2,862
	Specify purpose: Attend National Conference, Project Coordinator, 2 Instructional Coaches)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval: State Conferences and training for New Teacher Induction, Project Coordinator, 2 Instructional Coaches	$1,854	$1,854
	Grand total:	**$4,716**	**$4,716**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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<table>
<tr><td colspan="6" align="center"><u>Schedule #11—Capital Outlay (6600/15XX)</u></td></tr>
<tr><td colspan="3">County-District Number or Vendor ID: 031-903</td><td colspan="3">Amendment number (for amendments only):</td></tr>
<tr><td colspan="6" align="center">15XX is only for use by charter schools sponsored by a nonprofit organization.</td></tr>
<tr><td>#</td><td>Description/Purpose</td><td>Quantity</td><td>Unit Cost</td><td>Year 1</td><td>Year 2</td></tr>
<tr><td colspan="6">6669/15XX—Library Books and Media (capitalized and controlled by library)</td></tr>
<tr><td>1</td><td></td><td>N/A</td><td>N/A</td><td>$</td><td>$</td></tr>
<tr><td colspan="6">66XX/15XX—Technology hardware, capitalized</td></tr>
<tr><td>2</td><td></td><td></td><td>$</td><td>$</td><td>$</td></tr>
<tr><td>3</td><td></td><td></td><td>$</td><td>$</td><td>$</td></tr>
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<tr><td colspan="6">66XX/15XX—Technology software, capitalized</td></tr>
<tr><td>12</td><td></td><td></td><td>$</td><td>$</td><td>$</td></tr>
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<tr><td colspan="6">66XX/15XX—Equipment, furniture, or vehicles</td></tr>
<tr><td>19</td><td></td><td></td><td>$</td><td>$</td><td>$</td></tr>
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<tr><td colspan="6">66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</td></tr>
<tr><td>29</td><td></td><td></td><td></td><td>$</td><td>$</td></tr>
<tr><td colspan="4" align="right">Grand total:</td><td>$0</td><td>$0</td></tr>
</table>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration <u>Grant Management Resources</u> page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 031-903			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			18,464	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	85	0.5%	Attendance rate	95.9%
Hispanic	16,727	90.6%	Annual dropout rate (Gr 9-12)	2.5%
White	1,459	7.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	72%
Asian	125	0.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	13%
Economically disadvantaged	14,318	77.5%	Students taking the ACT and/or SAT	69.5%
Limited English proficient (LEP)	2,497	13.5%	Average SAT score (number value, not a percentage)	899
Disciplinary placements	852	4.3%	Average ACT score (number value, not a percentage)	18.4

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	4	0.3%	No degree	29.8	2.5%
Hispanic	895.9	76.2%	Bachelor's degree	987	83.9%
White	260.7	22.2%	Master's degree	155	13.2%
Asian	3.3	0.3%	Doctorate	4	0.3%
1-5 years exp.	277.9	23.6%	Avg. salary, 1-5 years exp.	$42,220	DNA
6-10 years exp.	252.2	21.5%	Avg. salary, 6-10 years exp.	$44,091	DNA
11-20 years exp.	295	25.1%	Avg. salary, 11-20 years exp.	$49,194	DNA
Over 20 years exp.	305.6	26.0%	Avg. salary, over 20 years exp.	$57,743	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 031-903							Amendment # (for amendments only):								

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	30	30	150	150	150	150	150	360	360	360	360	300	300	300	3,150
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	30	30	150	150	150	150	150	360	360	360	360	300	300	300	3,150

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	5	5	5	5	5	5	5	5	5	7	6	6	6	75
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	5	5	5	5	5	5	5	5	5	5	7	6	6	6	75

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We utilized a systematic process for identifying and prioritizing the needs for our proposed program, *New Teacher Preparation Program.* Based on the findings that surfaced from the strategic planning stakeholder meetings, held in the fall of 2013, our staff development department headed the coordination of a strategic planning focus group to address those needs. In the findings, the need to provide high quality teacher training was identified. The second need identified was the need to provide a teacher pathway to encourage our teachers grow in their field. These early findings will provide direction on the development of a comprehensive plan to provide our teachers with a program that will address these gaps and provide them with opportunities for a quality teacher preparation program. The development of this plan will be continuous and will enhance the goals of our proposed program.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Professional Development	Topics will include: 1. How to utilize data effectively 2. Rigor 3. Technology – How to integrated in the classroom 4. Classroom Management 5. Differentiated Instruction 6. Lesson Planning 7. Mentor training
2.	Side by side coaching (one on one coaching)	Grant funds will be utilized to hire two additional staff members to help teachers teach. Best practice teaching strategies will be modeled during instructions time by our new instructional coaches. They will have the expertise and knowledge of modeling lessons that meet PDAS domains.
3.		
4.		
5.		

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Schedule #14—Management Plan	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Staff Development Director	As the Director for Staff Development, Mrs. Kortan is was a principal our district Early College High School. Her administrative skills will add value to our proposed programming.
2.	New Teacher Induction Coordinator	Mrs. Maldonado currently leads our New Teacher Induction program. She will take the lead as we work towards the development of a comprehensive training model that is proven based and effective. Her Math and Science back group will provide additional support to our new teachers in these two teaching fields
3.	Instructional Coaches	These two positions will be required to have a minimum of 4 successful year of teaching. Background knowledge teaching pedagogy and best practice teaching approaches will be a critical requirement.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Develop a comprehensive New Teacher Preparation Model	1.	Coordinate Strategic focus group sessions	4/1/2015	7/1/2014
		2.	Request for stakeholder feedback	4/1/2015	78/1/2014
		3.	Finalize New Teacher Preparation Model	4/1/2015	9/1/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Monitor Student Performance Achievement	1.	Monitor DCA	8/1/2014	6/1/2015
		2.	Report student growth by New Teacher participant	5/1/2014	6/1/2015
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Track New Teacher Evaluation Progress	1.	Provide administrator and teacher progress feedback	8/1/2014	5/1/2015
		2.	Measure growth through a yearly progress	8/1/2014	5/1/2015
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Communication and on-going monitoring go hand-in-hand when ensuring students' are receiving high quality instruction.   Our school district utilizes various tools to monitor programs that directly impact students and help us determine if we are reaching our goals for students, teachers and administrators.

At the district level, our curriculum and instruction department works closely with campus instructional facilitators to set goals and student expectations to reach student measures with the overarching goal of attaining the highest level of student achievement as measured by our state assessment, State of Texas Assessment of Academic Readiness (STAAR). At the campus level, the monitoring of progress is determined by student benchmarks that are administered throughout the school year. These benchmarks, called District Curriculum Assessments (DCA), are directly aligned with our state standards and used as a tool at the campus level to determine progress. This information is shared with administrators and teachers to determine progress and the need for targeted intervention for students and teachers. Additionally, staff development needs are guided by administrator feedback provided through a survey, or menu of priority of services. Based on the campus teacher evaluation tool, PDAS, training needs are identified and are provided to teachers throughout the school year. The close monitoring of progress is shared at the district and campus with the help of our Research and Evaluation department. Monthly campus reports are generated and are shared with campus principals during administrative area meetings. Academic progress and campus/district results are shared with our community once test results come in at the end of the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As we strive to "grow our own" and build capacity within our organization, funds for the proposed program will increase the level of services by supporting professional development of mentors through in-state professional development training and activities.   Program sustainability will carry over essential elements of the program to continue after program period ends. We will continue to build on New Teacher Induction components that will build past the 1st and 2nd year of mentor/mentee training. During the 3rd and 4th year after funds have ended, we will continue to provide training to our initial teacher cohort and prepare them to become mentors after their 4th year of new teacher & mentor training.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Strategic Planning Committee Goals	1.	Will assist with the development of New Teacher Preparation Program
		2.	Work as a group to evaluate new teacher needs and goals
		3.	
2.	District Curriculum Assessments	1.	Monitor progress quarterly
		2.	Student performance will help guide areas of focus in the instruction
		3.	
3.	Teacher PDAS	1.	Review teacher summative and formative evaluation to provide intervention
		2.	Improve evaluation at the end of every year in the new teacher program
		3.	
4.	STAAR test results	1.	Helps support teacher effectiveness
		2.	
		3.	
5.	Organizational School Health Survey	1.	Promotes addressing campus and staff perception of progress
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district is moving towards the development of a progress monitoring instrument that will include a metric system to measures specific indicators such as; 1) student achievement data by grade and teacher; 2) student attendance data; and 3) teacher training. Similarly, an instrument will also be created for our administrators to help monitor problems with project delivery and correct problems that are identified throughout the project. Once data has been collected and reviewed, targeted interventions will be determined.

The levels of intervention and implementation will be divided into three distinctive levels, of interventions.

- **Tier 1** – Teachers will receive a universal level of support to guide them on their journey to become a successful teacher.
- **Tier 2** – This level of support is intentional and will include the following four components to ensure a greater level of student success and increased level of readiness. Components include; 1) Student achievement data with a focus on value add; 2) Student discipline; 3) Organizational Health of the campus; and 4) Level of parental involvement.
- **Tier 3** – The level of support is targeted and direct. Teachers that have been identified as high need or low-performing based on a negative value added indicating a high need for teacher intervention. The mentor assigned will support teachers in building capacity and optimize growth for students on a bi-weekly basis.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Based on our district strategic planning findings conducted in the Fall semester in 2013, specific indicators surfaced and were identified as gaps that needed to be addressed through a comprehensive plan. Specific findings were collected by the strategic planning committee and based on those findings, a goal was developed stating as follows: *We will attract, develop, and retain highly effective educators; provide the tools they need for all students to reach high levels of success.* This goal directly correlates with our district goal stating the following: Harlingen CISD *will employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.*

The program development will include components that will be critical to the success of the new teacher preparation program. A timeline of activities will provide targeted interventions and strategies that will be addressed with our zero to 2 year teachers over the course of the first two years of the grant period.

	Year 1- (2014-2015) Survival Skills	*Year 2 - (2015-2016)* Refinement of Teaching
Mentor	<u>Spring</u> • Mentor recruitment – A stipend assignment that will support teacher induction • Mentor evaluation tool development • Revisit strategic planning findings to identify needs <u>Summer</u> • Summer mentor academy training • Develop book study topics • Attend new teacher induction state conferences for administrative staff <u>Fall</u> • Continue with monthly mentor training • Facilitate a two day follow up training • Conduct mentor evaluation • Participate in monthly meetings with program coordinator • Schedule monthly pull outs to visit with mentee – Substitute coordination • Conduct and attend virtual training • Introduce book study and schedule of topics • Schedule informal professional learning community socials for mentors and mentees to collaborate and share experiences	
New Teacher	<u>Spring</u> • Refine *New Teacher Preparation Handbook* • Refine Mentee participation agreements • Develop evaluation tools and progress monitoring schedules • Train campus administrators on new training model <u>Summer</u> • Begin identifying and communicating with new teachers with zero to two years teaching experience new to our district. <u>Fall</u> • Recruit new teachers into the preparation program • Safeguard monthly mentee/mentor planning time – Substitute coordination • Introduction and mentor assignments • Introduce book study and schedule of topics	

New teacher training will extend the support through the following transgression:

Year 3: Training on being a mentor
Year 4: Optional mentoring assignments

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our proposed new teacher and mentor program will be tailored specifically for teachers with zero years of teaching experience. New teachers hired by our district and entering into our program may have received their teacher certificate through a traditional teacher program track or through an alternative certification program track. Programming and support services will begin by identifying new teacher needs. The effective implementation of teacher/mentor relationship, the attitudinal phases of new teacher development will be addressed so that new teachers gain confidence and skill in implementing effective instructional practices in their content area. This will begin to establish a collaborative school culture where the language and behavior of support is central to improve teaching methods and student learning. In addition, the new teacher's level of practice will be assessed so that in the end, quality teaching will be evident.

In addition to our campus mentors that will be trained on activities that will support new teachers at their campuses, two highly qualified New Teacher Instructional Coaches will be added to the organizational structure of the program. Their main priority will be to support and conduct coaching activities to an average of about 75 new teachers to guide them through their academic day-to-day delivery of instruction. They will focus on the delivery of a guided lesson by co-teaching to help perfect a teaching strategy or effective teaching approach. They will each be dedicated to work with either elementary or secondary new teachers to help meet new teacher needs and guide them through model lessons from beginning to end.

Multiple observations will be conducted throughout the school year by each assigned mentor. Duties that will be part of the campus mentors responsibility will include the following:
- Conduct bi-weekly face-to-face meetings with new teacher (mentee)
- Maintain documentation of mentor and new teacher teaching activities
- Conduct bi-weekly classroom observations and assessments of the new teacher'
- Hold monthly face-to-face meetings to evaluate the progress of the program and the bi-weekly observations.
- Documentation will be logs and minutes will be provided to document outcomes of the monthly face-to-face meetings.

Additional instruments and tools will be developed by the leadership team during the first year of the grant program.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The *New Teacher Preparation Model* will be held to the same standards as our campus leaders are held to when seeking to make improvements and impact student performance. To be able to strengthen student achievement, we are guided by four main standards that will lead us to be an exemplary school district as we focus on; 1) Effective Staff; 2) Best Practice; 3) Positive Learning Environments; and 4) Innovation and Compliance. We will utilize our district adopted, Professional Development and Appraisal System (PDAS) as our formal evaluation process that includes the following evaluation rubric we will use to measure new teacher growth. This appraisal instrument addresses eight domains:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All students' Academic Performance

During scheduled be-weekly mentor/mentee meetings, teacher self-assessments and mentor evaluations will be informal assessed to maintain program effectiveness. At the end of each semester, the self-assessments and mentor evaluations will be reviewed along with student data and academic indicators will provide feedback for continuous progress and new teacher growth.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies will be modeled by our existing new teacher program with added pieces that will help strengthen our existing strategies. Currently, our new teacher preparation program provides zero year teachers with an induction program for only the first year of teaching. We are proposing to increase this intervention over the course of four years by creating a progression track to include as follows:

Year 1: Zero and one year teacher mentees induction
Year 2: Strengthening new teaching strategies and refining the art of teaching
Year 3: Creating a mentor approach
Year 4: Mentor preparation for new teachers

Mentor/mentees professional learning communities (PLC) will provide opportunities within the school week to allow for teachers to co-plan with mentors. On scheduled meetings they will also have the benefit of working closely with the New Mentor Instructional Coach. This community of support will allow for the new teacher to discuss and share pedagogical strategies that may other wise not be available to new teachers in a traditional induction program. In addition to the PLC'S, teachers will have opportunities to visit informally during monthly or quarterly socials.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The New Teacher Preparation Program for Harlingen CISD will provide a year round support for new teachers, and it will focus on providing training in the most critical areas.

Below is an example of the professional development opportunities that will be provided to our teachers. These activities are currently being implemented and will be enhanced as the strategic planning focus group develops the new model with key training topics to include book study and effective practices.

Date	Training Topics	Layers of Learning	Attendees
August 12th & 13th	New Teacher Training (See Agenda)	Edmodo, Project Share & Epsilen	Both Mentors and Protégés
September 24, 2013	Curriculum Standards		Protégés
October 22, 2013	Special Populations		Protégés
November 25, 2013	Assessment Cycle	HCISD Community Web Tools	Both Mentors and Protégés
December	No Meeting		
January 28, 2014	Differentiated Instruction	DropBox	Protégés
February 25, 2014	Professional Communications		Protégés
March 25, 2014	Technology		Protégés

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Statutory Requirement 6: <u>Required</u> - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers will be compensated as mentor teachers are identifies for every year of the grant. A stipend will be provided on a yearly bases to mentor teachers who meet all program requirements.

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 031-903	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the use of these funds, we will be provided with the opportunity to improve our current program we offer to our new teachers. Services will provide additional support, resources, and paid stipends to encourage and motivate teachers to improve student performance to meet exemplary ratings. Our new teachers will

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following timeline will provide a glance of the activities that will be carrier out during Year 1 and Year 2 of our program.

	Year 1- (2014-2015) Survival Skills	Year 2 - (2015-2016) Refinement of Teaching
Mentor	<u>Spring</u> • Mentor recruitment – A stipend assignment that will support teacher induction • Mentor evaluation tool development • Revisit strategic planning findings to identify needs <u>Summer</u> • Summer mentor academy training • Develop book study topics • Attend new teacher induction state conferences for administrative staff <u>Fall</u> • Continue with monthly mentor training • Facilitate a two day follow up training • Conduct mentor evaluation • Participate in monthly meetings with program coordinator • Schedule monthly pull outs to visit with mentee – Substitute coordination • Conduct and attend virtual training • Introduce book study and schedule of topics • Schedule informal professional learning community socials for mentors and mentees to collaborate and share experiences	
New Teacher	<u>Spring</u> • Refine *New Teacher Preparation Handbook* • Refine Mentee participation agreements • Develop evaluation tools and progress monitoring schedules • Train campus administrators on new training model <u>Summer</u> • Begin identifying and communicating with new teachers with zero to two years teaching experience new to our district. <u>Fall</u> • Recruit new teachers into the preparation program • Safeguard monthly mentee/mentor planning time – Substitute coordination • Introduction and mentor assignments • Introduce book study and schedule of topics	

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the Strategic Planning Committee meeting, program components were designed and developed based on their feedback and the strategic planning feedback that was provided to our district.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The New Teacher Preparation Program in Harlingen CISD will implement a district wide program.

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